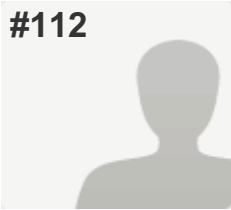


#112

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Saturday, July 09, 2016 8:55:23 AM**Last Modified:** Friday, August 26, 2016 9:57:52 AM**Time Spent:** Over a month**IP Address:** 192.145.248.108

## PAGE 2

<b>Q1: Name of School District:</b>	Decorah
<b>Q2: Name of Superintendent</b>	Michael Haluska
<b>Q3: Person Completing this Report</b>	Dana Spry

## PAGE 3

**Q4: 1a.Local TLC Goal**

Attract and retain effective teachers through effective new teacher mentoring and enhanced teacher leadership opportunities.

**Q5: 1b. To what extent has this goal been met?**

(no label)

Fully Met

**Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Decorah District offers a complete mentoring and induction handbook outlining program goals, responsibilities of mentors, regular mentor/mentee meeting topics by building, a self reflection to be completed by mentees, a peer review form to be completed by mentors, a copy of the Iowa Teaching Standards and guidance on discussion around the ITS, as well as assistance in the creation of a portfolio evidencing the eight standards, and monthly book study meetings using The Power of Our Words, The Twelve Touchstones of Good Teaching, Teaching Like a Champion 2.0, and The Collaborative Teacher. As well, mentors and mentees attend a district led "New Teacher Meeting" prior to the beginning of the school year. Mentors have previously attended mentoring training with a qualified district instructor and/or have attended training provided by the local AEA.

According to surveys completed by all mentees (both veteran teachers new to the district and teachers in their first two years) gave high praise to the mentoring program and the work done by mentors. In comparison to feedback on other Teacher Leader positions, mentors appears to be the most important and influential Teacher Leadership position.

Mentees shared that the mentoring program accomplished the following:

- Explained district, building, departmental, and grade level policies, procedures, and expectations.
- Provided feedback and support throughout the year.
- Promoted continued professional learning through reflective practice and professional conversations about teaching.

**Q7: 2a.Local TLC Goal**

Improve the fidelity of implementation of Professional Learning Communities.

**Q8: 2b. To what extent has this goal been met?**

(no label)

Mostly Met

**Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

During the 2014-2015 school year, Decorah began to implement PLCs committing to improving student achievement by strengthening instruction through team goals and collaboration. We hired author Thomas Many to deliver a two-day intensive training which outlined the process quality PLC practice follows. We know that implementation with fidelity requires not just initial training, however, but ongoing support for a process that is both powerful and fluid.

The PLC Coach's initial work focused on helping PLCs work effectively and serving as a district PLC expert. The goal is to build leadership from within, and once that capacity is developed, allow autonomy.

We realized that different teams and buildings were at varying levels of implementation of PLCs and at varying levels of understanding. In year 1 of having a PLC Coach, focus was given to emphasizing the four goals of the PLC process, creating district wide resources, including a district PLC website, and tight and loose expectations. Much work is left to be done.

In October 2016, we will be hosting a two-day PLC hybrid to allow all district staff to hear the same PLC message. Our hope next year, is to work more closely with the high school teams and vertically aligned teams.

We gaged the effectiveness of our PLC implementation by reviewing meeting agendas and minutes submitted by each team and housed on our PLC District Website. Feedback was sought on the needs of and success of the various PLC teams during the District Leadership Team meetings. Finally, a PLC survey was distributed to all certified staff, which was also analyzed by administrators and instructional coaches. Sixty-four staff members completed the survey. Survey results were emailed to Becky Slater.

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**Q10: 3a.Local TLC Goal**

1) Promote a continuous learning process based on the Iowa Professional Development Model, the Iowa Teaching Standards, and the Characteristics of Effective Instruction. 2) Nurture a culture of continuous improvement in which all teachers and administrators collaborate, think critically and creatively, and work in teams through increased collegiality, trust, and respect.

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**Q11: 3b. To what extent has this goalbeen met?**

(no label)

Mostly Met

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**Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

The Iowa Professional Development Model (IPDM) is at the center of our plan to develop system-wide continuous learning. New teacher leader positions will help all teachers acquire the skills and knowledge to regularly demonstrate the principles of the Characteristics of Effective Instruction and meet the eight Iowa Teaching Standards, as well as help teachers to learn new skills and support changes until they become part of our regular practice. Each of the additional support positions, along with current district administration, will develop professional learning opportunities following the standards of the IPDM for whole group, small group, and individual settings.

All peer surveys of those teachers who worked with instructional coaches were very favorable. We were please with the number of teachers who participated in year one of coaching. As well, we found a better direction for our Collaborative Teachers than simply modeling in the classroom. We are beginning to set up learning labs for the 2016-2017 school year, have found PD for those teachers this summer and coming fall, and have began blogs led by the CTs at all buildings. Plans are in place for re-introducing coaches in the fall, and having focus areas within buildings for the coaches to support.

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**Q13: 4a.Local TLC Goal**

Student Achievement

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**Q14: 4b. To what extent has this goalbeen met?**

(no label)

Somewhat Met

**Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Reading

2015-2016 Goal:

During the 2015-2016 school year, Decorah's Carrie Lee Elementary will increase the percentage of fourth grade students scoring proficient on the reading subtest of the Iowa Assessments.

Explanation: During the 2014-2015 school year, 81% of fourth grade students scored proficient on the reading subtest of the Iowa Assessments. During the 2015-2016 testing period, 86% of fourth grade students scored proficient on the reading subtest of the Iowa Assessments. This is an increase of 5%. Goal met.

Math

2015-2016 Goal:

During the 2015-2016 school year, Decorah High School will increase the percentage of students in tenth grade who score at grade level (50%tile or higher) from the percentage of ninth grade students who scored at grade level in the 2014-2015 school year. The measure used will be the math assessment on the Iowa Assessments.

Explanation: During the 2014-2015 school year, 120 of 135 students or 89% of the ninth graders scored at the 50%tile or higher on the Iowa Assessment math assessment. During the 2015-2016 school year, 118 of 131 students or 90% of the tenth graders scored at the 50%tile or higher on the math assessment. This is an increase of 1%. Goal met.

Science

2015-2016 Goal:

During the 2015-2016 school year, Decorah Middle School will increase the percentage of proficient 8th grade students scoring in the advanced range of the science subtest of the Iowa Assessments.

Explanation: During the 2014-2015 school year, 20 of 117 students or 17% of eighth graders scored in the advanced range of the science subtest of the Iowa Assessments. During the 2015-2016 school year, 37 of 120 students or 31% of eighth graders scored in the advanced range on the science subtest. This is an increase of 14%. Goal met.

HS SCIENCE COACHING CYCLE:

Students compacting (none from previous year)

First Unit (Genetics): 6 students

Second Unit (Evolution): 4 students

HS VOCAL MUSIC COACHIGN CYCLE:

Now starting class when bell rings

Previously took 3 minutes before starting class

Adding 540 minutes of instruction time every year

HS ORCHESTRA COACHING CYCLE:

Compared 2015 to 2016 data (see attachment)

Massive differences (truly amazing) in Melodic and Harmonic Dictation found on page 2

Additional supporting documents were emailed to Becky Slater

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**PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.**

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**Q16: 5a.Local TLC Goal**

NA

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**Q17: 5b. To what extent has this goalbeen met?**

*Respondent skipped this question*

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**Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

NA

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**Q19: 6a. Local TLC Goal**

NA

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**Q20: 6b. To what extent has this goal been met?**

*Respondent skipped this question*

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**Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

NA

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PAGE 5

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**Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.**

One of our biggest adjustments will be the implementation of learning labs, supported by our coaches, and hosted by our Collaborative Teachers. In these, CTs will serve as model teachers as was originally intended, but in a more organized manner, inclusive of pre briefing and debriefing.

We certainly have a better idea now as to where our PLC teams are at and they are all over the board. This has allowed our PLC Coach to have a better plan for tackling our district PLC initiative and helping teams become true PLCs.

In hindsight, we would have introduced the coaching role much differently, so we intend to re-introduce coaching to the district this fall, including a panel of teachers that worked with our coaches in year one.

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**Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.**

I'd be lost without a mentor!

She has been invaluable in advice, support, and all around positivity.

My mentor has been great support on questions and concerns that I have. She is readily available when ever I need her assistance. She has been a wonderful advocate for me as growing teacher.

With the help of my coach, we were able to put some things in place very quickly. Otherwise, I think that I probably wouldn't have even started this project this year.

With my coach I was able to look at my data more diagnostically.

After having done compacting with my coach, I believe that my higher level students have more options and are better engaged.

It was really fun to have another teacher in the room. It was fun seeing how another teacher organizes the classroom, responds with feedback, and how they move around the room.

I feel like my students have made a lot of growth since working with a coach on focusing on the standards.

Having the conversations with coaches about deliberate grouping was invaluable, and I really feel like my students were achieving at top levels because of those conversations.

I feel like collaborating with a coach allowed me to provide instruction that wouldn't have otherwise happened.

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## Impact of TLC Plan - 2015-2016

**Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:**

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.